

AMENDED IN ASSEMBLY APRIL 23, 2014

CALIFORNIA LEGISLATURE—2013–14 REGULAR SESSION

ASSEMBLY BILL

No. 2303

Introduced by Assembly Member Bloom

February 21, 2014

An act to add Article 11 (commencing with Section 33460) to Chapter 3 of Part 20 of Division 2 of Title 2 of the Education Code, relating to biliteracy education.

LEGISLATIVE COUNSEL'S DIGEST

AB 2303, as amended, Bloom. State Recognition ~~and Awards Program in Linguistic~~ *Program of Multiple Pathways to Biliteracy*.

Existing law requires the Superintendent of Public Instruction to award a State Seal of Biliteracy. Existing law provides that the State Seal of Biliteracy certifies attainment of a high level of proficiency by a graduating high school pupil in one or more languages, in addition to English, and certifies that the graduate meets specified criteria, including, but not limited to, passing the California Standards Test in English language arts administered in grade 11 at the proficient level or above. Existing law also requires a pupil in grades 9 to 12, inclusive, whose primary language is other than English, to meet these same requirements and to also attain the early advanced proficiency level on the English language development test in order to qualify for the State Seal of Biliteracy.

This bill would establish the State Recognition ~~and Awards Program in Linguistic~~ *Program of Multiple Pathways to Biliteracy* to be administered *annually* by the State Department of Education *beginning November 2016* to recognize school districts ~~demonstrating~~ and county *offices of education that voluntarily demonstrate* excellence in providing

and supporting multiple opportunities for pupils to attain high achievement and linguistic biliteracy in grades 1 to 12, inclusive, through biliteracy programs, as specified.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. (a) The Legislature finds and declares all of the
2 following:

3 (1) In 2012, California became the first state in the nation to
4 award a State Seal of Biliteracy, pursuant to Article 6 (commencing
5 with Section 51460) of Chapter 3 of Part 28 of Division 4 of Title
6 2 of the Education Code, to graduating seniors with demonstrated
7 proficiency in two or more languages.

8 (2) This groundbreaking step was acknowledgment of the
9 economic and social value of multilingualism, the realities of a
10 global century, and of the high level of academic achievement
11 associated with attainment of literacy in multiple languages.

12 (3) In the context of the rollout of new common core standards,
13 the State Seal of Biliteracy also rounded out the very notion of
14 college and career readiness for this diverse and global 21st century
15 world.

16 (4) Ten thousand Seals of Biliteracy were awarded in the first
17 year for proficiency in 29 languages, including American Sign
18 Language.

19 (5) By June 2013, the number had more than doubled with 170
20 school districts, 19 charter schools, and six county offices of
21 education providing 21,655 awards to graduating seniors.

22 (6) Across the nation, other states were inspired to follow
23 California's lead. In 2013, New York and Illinois adopted State
24 Seals of Biliteracy, and three additional states have pending
25 legislation.

26 (7) In addition to the establishment of the State Seal of
27 Biliteracy, other major changes recognizing the benefits of
28 biliteracy have occurred, including all of the following:

29 (A) Increased numbers of two-way immersion programs in our
30 public education system.

31 (B) Adoption in 2009 of California's first World Language
32 Content Standards providing direction for the state's world

1 language programs and the acknowledgment for the need for
2 developing “global competency.”

3 (C) Inclusion of the recommendation to “ensure English literacy
4 and biliteracy through a statewide campaign to better prepare
5 parents and students to support literacy” in the Blueprint for Great
6 Schools developed by the Transition Advisory Team of the
7 Superintendent of Public Instruction Tom Torlakson in 2011.

8 (8) These changes have led to an increased awareness and
9 acknowledgment of the benefits of multilingual proficiency and
10 result in the desire for additional opportunities to obtain
11 multilingual proficiency. However, these efforts are not enough.

12 (9) It is clear that increasing the number of graduating pupils
13 with multilingual skills is critical for the economic and societal
14 needs of our state.

15 (10) California needs people with biliteracy skills and
16 cross-cultural competencies to work in and fuel our economy, to
17 strengthen our social cohesion, and to enrich the quality of life in
18 our communities.

19 (11) Pathways toward the global competency and linguistic
20 skills ~~pupil~~ *of pupils* need to be established. These pathways can
21 address a shortfall in needed skills in our communities and
22 economy. It is a recognition of the vibrancy and value of cultural
23 diversity, and it helps address the achievement gap for our English
24 learners.

25 (12) California, the most ethnically and linguistically diverse
26 state in the nation and the birthplace of the State Seal of Biliteracy,
27 is the place to break new ground in the creation of comprehensive,
28 articulated, and powerful pathways to biliteracy.

29 (13) A powerful first step in establishing these pathways is to
30 provide state recognition to school districts *and county offices of*
31 *education* that establish and maintain comprehensive, articulated
32 pathways to biliteracy that include multiple entry points, provide
33 a continuum of language development in prekindergarten,
34 kindergarten, and grades 1 to 12, inclusive, and lead to the
35 attainment of the State Seal of Biliteracy.

36 (b) ~~It is therefore~~ *Therefore, it is* the intent of the Legislature to
37 do both of the following:

38 (1) Establish state recognition ~~and awards~~ to school districts
39 *and county offices of education* that provide multiple programs
40 moving pupils through a language learning continuum of study

1 that is well articulated and comprehensive for the purpose of
2 attaining biliteracy by its pupils.

3 (2) Identify multiple pathways to biliteracy that school districts
4 *and county offices of education* may utilize in developing ~~its~~ *their*
5 comprehensive *multiple pathways* biliteracy ~~program~~ *programs*.

6 SEC. 2. Article 11 (commencing with Section 33460) is added
7 to Chapter 3 of Part 20 of Division 2 of Title 2 of the Education
8 Code, to read:

9
10 Article 11. State Recognition ~~and Awards Program in Linguistic~~
11 *Program of Multiple Pathways to Biliteracy*
12

13 33460. For purposes of this article, “biliteracy” means the
14 ability to express oneself with clarity and cogency, to read and
15 write cogently, and to compute and think critically in two or more
16 languages. It includes the ability to function in and across language
17 communities. For English learners, this includes the development
18 of academic proficiency in the pupil’s primary language as well
19 as in English.

20 33461. (a) The State Recognition ~~and Awards Program in~~
21 *Linguistic Program of Multiple Pathways to Biliteracy* is hereby
22 established to be administered *annually* by the department
23 *beginning November 2016* to recognize school districts *and county*
24 *offices of education* demonstrating excellence in providing and
25 supporting multiple opportunities for pupils to attain high
26 achievement and linguistic biliteracy in grades 1 to 12, inclusive,
27 through biliteracy programs.

28 (b) The department shall use appropriate state and federal
29 moneys to implement this article.

30 (c) *The program established pursuant to this section shall be a*
31 *voluntary program. Neither a school district nor a county office*
32 *of education shall be required to participate.*

33 33462. (a) The department shall recognize ~~and award~~ the
34 governing board of a school district *or a county office of education*
35 under the State Recognition ~~and Awards Program in Linguistic~~
36 *Program of Multiple Pathways to Biliteracy* if the school district
37 *or county office of education* meets any of the following criteria:

38 (1) Has established and maintained for pupils in grades 9 to 12,
39 inclusive, for at least two years, a well-articulated State Seal of
40 Biliteracy program meeting the requirements established in Section

1 51461 and has established and maintained multiple pathways to
2 biliteracy pursuant to Section 33463.

3 (2) Has established and maintained for pupils in prekindergarten,
4 kindergarten, and grades 1 through 8, inclusive, a system of
5 benchmarking progress and recognition of pupil participation and
6 progress along a continuum toward high-level proficiency in two
7 or more languages. This may include the creation of pathway
8 awards aligned to milestones and critical developmental points
9 along the pathway towards biliteracy, culminating in the awarding
10 of the State Seal of Biliteracy at graduation from high school.
11 Critical development points include, but are not limited to, the
12 completion of preschool, third grade, elementary school, and
13 middle school.

14 (3) Has met the criteria of paragraphs (1) and (2) for pupils in
15 prekindergarten, kindergarten, and grades 1 to 12, inclusive.

16 (b) In addition to the requirements of subdivision (a), a school
17 district *or county office of education* also shall meet all of the
18 following criteria:

19 (1) Has a well-articulated plan for pupils in prekindergarten,
20 kindergarten, and grades 1 to 12, inclusive, that describes the
21 language programs that comprise a coherent set of language
22 development opportunities. The plan shall include consideration
23 of all of the following:

24 (A) Integration of English learner services with world language
25 programs.

26 (B) The amount of time allotted to language study, sequencing,
27 and articulation.

28 (C) Inclusion of multiple entry points into language learning.

29 (D) Equitable access to language learning.

30 ~~(E) Inclusion of the different needs of groups of pupils and~~
31 ~~having specific strategies for English learners, standard English~~
32 ~~learners, heritage learners, and English monolingual pupils.~~

33 ~~(F)~~

34 (E) Inclusion of a developmental window from 4 to 8 years of
35 age, inclusive, for language learning in which pupils are able to
36 develop native-like proficiency in multiple languages.

37 ~~(G)~~

38 (F) Consideration of language priorities where the governing
39 board of a school district *or a county office of education* has to
40 carefully consider a balance between a desire to offer multiple

1 languages and the realities of investment and space within school
2 schedules to accommodate the sequence of courses involved in
3 building to high levels of proficiency.

4 (2) Has supported quality implementation, including qualified
5 language teachers; a retention, recruitment, and professional
6 development system that results in identifying and hiring teachers
7 with needed skills; collaboration and planning time for teachers
8 to align and articulate the language curriculum across grade levels
9 and schools; and ~~providing~~ *provided* teachers with professional
10 development support to effectively implement research-based
11 language strategies and methodologies.

12 (3) Has created a districtwide, communitywide, *countywide*,
13 and school culture that celebrates language and cultural diversity
14 in the pursuit of biliteracy as a needed 21st century skill.

15 33463. For purposes of demonstrating *whether* a school district
16 *or a county office of education* qualifies for the State Recognition
17 ~~and Awards Program in Linguistic~~ *Program of Multiple Pathways*
18 *to Biliteracy*, the governing board of a school district *or a county*
19 *office of education* may implement the following program models
20 ~~for the study of world languages~~ *any comprehensive program for*
21 *the study of world languages that includes, but is not limited to,*
22 *any of the following:*

23 (a) “FLEX” (Foreign Language experience, exposure,
24 enrichment, or exploratory) may be implemented for a regular
25 schoolday or an extended schoolday for prekindergarten,
26 kindergarten, and grades 1 to 8, inclusive, and includes all of the
27 following:

28 (1) Has classes that meet only once or twice a week.

29 (2) Has classes that are introductory and provide exposure.

30 (3) May be delivered during school or after school.

31 (4) Introduces pupils to one or more languages and cultures
32 other than their own in order to motivate them to pursue further
33 language study.

34 (5) Has varied objectives depending on the specific program,
35 length of instruction, and type of instruction.

36 (b) “FLES” (Foreign Language in Elementary Schools) may be
37 implemented as a period within a schoolday or an extended
38 schoolday for kindergarten and grades 1 to 6, inclusive, and
39 includes all of the following:

40 (1) Are less intensive than immersion.

(2) Teaches the target language for designated periods of time, but varies a great deal in the amount of time devoted to foreign language learning.

(3) Follows the natural sequence of language learning—of *to* understand, speak, read, and write.

(4) Does not include academic study through the language, but focuses on language study itself.

(5) Has proficiency goals and pupil outcomes that vary according to the amount and type of instruction.

(6) Provides initial instruction and exposure to a second language.

(7) Usually meets daily.

(8) Begins in kindergarten and continues through grade 6, but may begin in grade 2, grade 3, or grade 4.

(c) “Transitional Bilingual” may be implemented as a whole schoolday program for prekindergarten, kindergarten, and grades 1 to 3, inclusive, and includes all of the following:

(1) Are for English learners.

(2) Provides academic instruction and initial literacy development in the home language along with English language development, with increasing amounts of the English language leading to full transition to the English language by the end of grade 3.

(3) Provides that the goal is not biliteracy but a transition to English.

(d) “Developmental Bilingual” may be implemented as a whole schoolday program for prekindergarten, kindergarten, and grades 1 to 5, inclusive, and includes all of the following:

(1) Has a program for English learners using both the English language and their first language for academic instruction and develops literacy skills in both languages.

(2) Includes an additive approach that continues through grade 5 and an attainment of threshold literacy skills in both languages.

(3) Has the goal of biliteracy.

(e) “Immersion” may be implemented as a whole schoolday program or a summer enrichment program for prekindergarten, kindergarten, and grades 1 to 12, inclusive, and includes all of the following:

(1) Provides that the target language is used for all academic instruction with the exception of language arts in English.

(2) Maintains a ratio of target language use to English language use as high as 80 percent to 20 percent throughout kindergarten and grades 1 to 6, inclusive.

(f) “Two-Way Immersion” (Dual Language) may be implemented as a whole schoolday program for prekindergarten, kindergarten, and grades 1 to 12, inclusive, and includes all of the following:

(1) Integrates native English language speakers and speakers of another language by providing instruction in both languages for all pupils.

(2) Promotes bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all pupils.

(3) Has classes made up of roughly equal numbers of native speakers of English and native speakers of the target language.

(4) Has each language roughly one-half of the time for academic instruction in the 50/50 Two-Way Immersion model.

(5) Has the target language used for 90 percent of instruction in the early years, usually tapering to 50 percent by grade 4 in the 90/10 Two-Way Immersion model. At the secondary level, pupils continue to study academic content in the target language for at least two periods a day.

(6) Typically begins in kindergarten or grade 1 and lasts at least through grade 5, and preferably through grades 9 to 12, inclusive.

(g) “Native Speakers Courses” may be implemented as a period offered during a schoolday or after school for grades 6 to 12, inclusive, and includes all of the following:

(1) Designed to develop literacy, academic language, and proficient skills in a language other than English for native speakers of that language.

(2) Designed for pupils from homes in which the target language is spoken and for pupils who speak or understand the target language to some extent.

(3) Has the intent of these courses being to build on existing skills of pupils and help them develop full academic proficiency.

(4) Requires Advanced Placement language courses.

(h) “Heritage Language” may be implemented as a period offered during a schoolday or after school for kindergarten and grades 1 to 12, inclusive, and includes all of the following:

1 (1) Are additive programs that enable
2 English-language-dominant pupils from language minority families
3 to reclaim their heritage language and receive an education that
4 incorporates a culturally responsive curriculum in school.

5 (2) Requires Advanced Placement language courses.

6 (i) “World Language Classes” may be implemented as a period
7 offered during a schoolday or after school for grades 6 to 12,
8 inclusive, and includes all of the following:

9 (1) Begins in middle school or high school.

10 (2) Has the curriculum aligned with the A to G requirements of
11 the University of California.

12 (3) Requires the study of the same world language for two years
13 in grades 9 to 12, inclusive, to meet the freshman admissions
14 requirements for the University of California and the California
15 State University.

16 (4) Requires Advanced Placement language classes.

17 (j) “Study Abroad, International Student Exchange Program”
18 for grades 6 to 12, inclusive, includes both of the following:

19 (1) Provides world language pupils with opportunities to travel,
20 live, and study for a short time in another nation.

21 (2) Includes trips sponsored by language clubs or language
22 courses for a few weeks or full semester, *or* live-abroad placement
23 programs.